

Il Nido Day Nursery

13 Regent Road, HUDDERSFIELD, HD1 4NR

Inspection date

29/10/2012

Previous inspection date

17/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff are very knowledgeable about all children in their care and value them as unique individuals.
- The careful planning of the educational programmes within the continuous provision and a clear tracking system ensure that children experience all seven areas of learning. Children's starting points and interests are identified at an early stage to enable planning to focus on the next steps in relation to their interests.
- Babies feel safe and secure in this nursery. They have formed strong and trusting relationships with and are cared for by dedicated staff and have familiar routines.
- Partnerships with parents are very well established and ensure that children are successfully supported in their learning at nursery and at home. Parents are very complimentary about the nursery, children's all round development and the quality of care they receive.

It is not yet outstanding because

- The opportunities for children to access and extend their learning in the outside environment are not fully embraced.
- The staff's skills in encouraging children's critical thinking and extending their learning, through open questioning are not put into practice with consistency.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the under two's room, in the provision for two-to five-year-olds and in the outside learning environment.
- The inspector held meetings with the manager of the nursery and spoke to all staff present during the inspection.
- The inspector looked at a range of documentation including children's assessment records, planning records, evidence of suitability of practitioners working in the setting, policies and procedures and health and safety risk assessments.
- The inspector also took into account the views of parents spoken to on the day and read the results of a questionnaire of parents undertaken by the nursery.

Inspector

Anne Mackay

Full Report

Information about the setting

Il Nido Day Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single storey premises in Huddersfield and is privately owned. The nursery serves the local area and

has strong links with local services. There is a fully enclosed area for outdoor play.

The nursery employs nine members of staff including the manager, all of whom hold appropriate qualifications in early years at level 3 or above. The setting also employs a cook and a cleaner. The nursery opens Monday to Friday all year around, except for bank holidays. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 36 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-old children. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance opportunities for children to move freely between the indoors and outside and develop the use of the outdoor environment throughout the seasons
- promote a consistent approach in encouraging children's critical thinking and extending their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners demonstrate a strong understanding of how to engage children's interest and recognise that children learn through their play. There are detailed and effective systems in place for observing, assessing and monitoring each child's progress which focus upon children's interests and identify any areas for development. These next steps are then fed into future planning and form part of a cycle of review. Children's starting points on entry to the setting are assessed so that activities provided closely meet their individual needs. Parents complete an 'All about Me' profile that describes their child's preferences, stage of development and play choices. Therefore, practitioners secure knowledge of children's individual targets ensures that every opportunity is used to support children's learning across all areas.

Staff sustain quality interaction and know the children well. Older children chatter confidently about their lives outside of the nursery, talking about their families' holiday plans. Their communication and language development is promoted well because staff listen to children and use techniques, such as modelling language patterns and lots of repetition. However, sometimes a lack of open questioning leads to missed opportunities

in encouraging children's critical thinking and extending their learning.

Children have access to a good range of resources and play materials that are stored so that children can access them independently, which enables them to make their own choices about their play. The indoor space in the nursery is well used as children choose to change areas throughout during the day, which gives them more challenge and sustains their interest. For example, some children choose to paint, whilst others play with modelling clay or do jigsaws. Staff adapt activities to meet individual children's developmental needs. For example, when playing with wooden train sets, some children are involved in carefully constructing the track, discussing shape and size, whilst younger ones enjoy exploring the feel and speed of the trains. Younger children enjoy selecting their own books and sit with the staff to read these together. Children learn about shape, size and measure whilst they play with water. Babies help themselves to home-made shakers and enjoy the noises they make and explore their environment by choosing from a variety of mirrors, giggling and gurgling as they look at themselves.

The contribution of the early years provision to the well-being of children

The successful implementation of the key person system and good staffing levels ensure that all children form close emotional attachments. Young children especially show a strong sense of belonging within the nursery and display high levels of confidence. For example, babies enjoy walking around the nursery holding on firmly to staff to maintain their balance. A baby's first steps are a cause of great celebration for all and practitioners carefully note down the detail of the day so that parents are well informed and can share in achievements.

Children have daily opportunities to benefit from the outdoor provision and enjoy riding on trikes and scooters or helping to sweep up the Autumn leaves. However, older children are not able to freely choose when they wish to access the outdoor areas and some children occasionally become bored and frustrated whilst queuing up to go outside.

Staff are vigilant about safety and the fingerprint door entry system provides additional security for the children. Staff carry out daily safety checks, such as of the outside areas, to make sure that the play environment remains safe for children. They make children aware of safety issues, such as not climbing over the furniture or not to throw toys, as they may hurt themselves or others. The atmosphere in the nursery is a calm and homely one where older children are encouraged to be kind and support younger ones. Spillages of water are dealt with quickly and kindly by changing clothes without fuss. Older children enjoy going to the under two's room to sing together with the babies and help give out the musical instruments and show the babies the actions to songs. All children benefit from staff's support as they explore and also enjoy frequent praise for their achievements.

Staff promote an understanding of good hygiene practices, such as hand washing as they give children gentle reminders. Children are encouraged to adopt healthy lifestyles through the provision of a healthy diet and the nursery cook prepares tasty meals using fresh ingredients. Comprehensive records are kept of any accidents or medication and all

staff are clear about children's allergies or food preferences, which ensure children's needs are met and respected.

The effectiveness of the leadership and management of the early years provision

The manager provides a strong leadership, setting high aspirations for quality and is very actively involved in the day-to-day running of the provision. She has a good understanding of her responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice and this ensures the setting is always evolving and improving. The staff group is a stable one and they work extremely well together as a team. Professional development of staff is supported well through appraisals and team training, supplemented by staff accessing training through the local authority. Robust recruitment systems are in place to ensure that all staff are suitable to work with children. Thorough induction procedures ensure that new staff and students have a sound knowledge of their roles and responsibilities. The manager is the designated person for safeguarding and is very clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All staff have a good knowledge and understanding of these safeguarding children procedures and they access regular training to ensure their knowledge is up-to-date.

There is a very close working partnership with parents. Noticeboards provide lots of useful information for parents and the nursery ensures that parents are kept up-to-date with changes, such as the revised Statutory Framework for the Early Years Foundation Stage by holding information sessions. Parents of young children receive detailed daily reports and all parents receive comprehensive verbal feedback about their child's day. Parents enjoy reading the summaries of their child's progress and especially welcome being able to take home their child's learning journeys so that success can be celebrated more widely amongst family and friends. The nursery seeks parents' views on the quality of the provision and acts on feedback, such as providing parents with additional information as to activities undertaken in the pre-school room. Parents express high levels of satisfaction with the provision and their children's progress and especially appreciate the friendliness of staff. The nursery works closely with other early years professionals, when necessary, to support children with special educational needs. The nursery also has established links with local children's centres, playgroups and schools which enables children to make a successful transition to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY362554
Local authority	Kirklees

Inspection number	821052
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	36
Name of provider	Catherine Maria Tabiner
Date of previous inspection	17/11/2011
Telephone number	01484 348 866

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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